

Teachers may develop other centers of interest according to group needs, of course; but always there should be emphasis upon living together in *OUR* community, in order to develop community understanding.

Language Arts. There should be a great deal more oral than written work. Letter writing should form the greater part of the written work. All language work, both oral and written, should grow out of the children's real experiences. No textbook or workbook is needed—refer to the Course of Study, Publication No. 189. The teacher's task is to set the stage so that reading for pleasure and for information and for increased skill will be engaged in willingly and eagerly. The teaching of skills for reading—or for any of the language arts—should not be confined to the special period set aside for them but should be *undertaken* whenever and wherever the need is apparent.

- A. *Oral language.* The child should be taught to give orally two or three sentences about familiar experiences; to grow in ability to use new words relating to familiar experiences; to increase in ability to converse with a group to a point, in a clear distinct voice, and in turn. Help pupils to overcome speech defects and to attend to pronunciation of endings (s, ing, d).
- B. *Written language.* In written language teach the child to write two or three related sentences about a familiar topic with emphasis upon capitals, periods, question marks, and correct form; write a letter containing two or three sentences; capitalize and write I, Miss., Mr., Mrs., days of week, months of year, and special days as needed. Write in manuscript or cursive without help: own name, school, home address, telephone number and words as needed in their own compositions.
- C. *Reading.* In reading teach the child to use the Table of Contents; to become familiar with library usage. Explore ways to discover and learn new words: illustrations, context, initial sounds, phonics. During the first six weeks or two months have the child read easy material relating to activities, pre-primers, primers, and easy first readers. During the first half year have him read easy first readers and one or two more difficult ones. Read many easy supplementary readers as well as basal texts. Read library books of first and second grade levels—simple, easily read and enjoyed books.
- D. *Spelling.* In spelling the child should master words commonly used in reports and records of activities. He should master selected lists of words from the textbook—words actually needed by the child for his written work.

Science. In science observe seasonal changes as they affect life in the locality; some ways in which the moon, sun and stars help us; how baby plants and animals grow to be like parents; winds and water as workers; foods of man and animals; animals in aquariums and ponds; insects in our community (observe grasshoppers, houseflies, mosquitoes, caterpillars); protection of local wild flowers and trees.

Health and Safety Education. Guidance in the practice of good health and safety habits in the school and home should be continued. Emphasis should be placed on habits related to the right kinds of foods to eat, clothing (including handkerchief and its proper use), sleep, rest, out-of-door play, sanitary use of toilets, and safety. Safety in the home, at street crossings and at play should receive particular attention.